



Missouri Civil War Sesquicentennial Commission
Civil War in Missouri Lesson Plan Template

INSTRUCTIONS

1. Please complete all sections of the lesson plan template by following the content guidelines provided.
2. If your entry in any section exceeds the space provided, you may send the additional information as a separate Microsoft Word document.
3. Supplemental material necessary for completion of the lesson, such as worksheets, maps, and reproductions of primary sources, should be sent as separate documents. Please provide these attachments in commonly recognized file formats, such as Word, pdf, jpeg, and tiff.
4. Please note that the template does not support text formatting, such as bold, underlining, and the use of bullets. If you wish to include these features in your text, you will need to copy and paste them into the template from a separate document.
5. Please note that the content guidelines within the template will disappear once you enter your own information. For your reference, the guidelines are also available on the following page. (Note: Guidelines will not be viewable within the template for Mac users. Please refer to the following page.)
6. If your pdf reader application (e.g. Adobe Acrobat) does not allow you to save the template or you would prefer to complete your lesson plan within Microsoft Word, you are permitted to do so, as long as the Word document includes all of the same section headings as the template.
7. You may be asked to make revisions or clarifications after a committee reviews your lesson plan. The rubric used for review is available at <http://www.mocivilwar150.com/history/education> and should be used as a checklist for completion of your lesson.
8. The committee reserves the right not to post lesson plans at its discretion.
9. The completed lesson plan template or Microsoft Word document, and any attachments, may be e-mailed to commemoratemocivilwar@dnr.mo.gov or mailed to the Missouri Civil War Sesquicentennial Commission, Department of Natural Resources, P.O. Box 176, Jefferson City, Missouri, 65102-0176.
10. For further assistance, please e-mail commemoratemocivilwar@dnr.mo.gov.

CONTENT GUIDELINES

Summary:

Please write a short overview of the lesson. Describe the lesson and how teachers at this grade level can fit the lesson into their curriculum. For example, teachers of fourth grade can generally incorporate Civil War Missouri lessons into their Missouri History units. Teachers of eighth grade might incorporate a lesson on Fremont's emancipation order into lessons on Lincoln's reasons for delay in emancipation or Lincoln's difficulties with his generals. Battles of Wilson's Creek or Lexington might be included in lessons on Civil War strategy and tactics. Teachers of AP U.S. History can use Missouri Civil War lessons to provide depth to their Civil War lessons.

Purpose [Rationale, Big Idea]:

Answer the question: Why is this lesson important for students?

Objectives [Outcomes, Goals]:

What will the student know as a result of this lesson? What will the student be able to do as a result of this lesson?

Essential Questions:

These are the overarching questions that get at subject matter of deep and enduring understanding. They serve as a focus for learning and an organizer for the lesson or unit of study. They are provocative, in order to be a hook and anchor for the lesson, and can be global and cross-curricular. Examples: What was the legacy of the Civil War in Missouri? Why was Missouri a microcosm of the Civil War? Questions about specific facts are not essential questions. Non-Examples: How many slaves were in Missouri at the time of the Civil War? Where was "Little Dixie" located?

Show-Me Standards:

How does this lesson align with Missouri's Show-Me Standards, Grade-Level or Course-Level Expectations?

Instructional Sequence:

The instructional process should move logically from what students already know to what you want them to learn. Please number the steps of your instructional sequence in consecutive order. For example, 1. To engage the students the teacher will: [Anticipatory Set, Hook]; 2. To establish a purpose for the lesson the teacher will: [Relevance]; 3. To determine their prior knowledge the teacher will: [Pre-assessment]. This sequence may be sent as an attachment if necessary.

Assessment:

Each objective should be assessed. The assessment can be just a check for understanding if it is a short lesson or a more formal assessment if it is several lessons or a unit. Include rubrics or scoring guides when appropriate.

Materials/Resources:

Include hard copies of necessary print materials, URLs for materials on websites, etc. Include citations for the resources used to support the content of your lesson plan.



Missouri Civil War Sesquicentennial Commission
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Submitted by: Name _____

School _____

Mailing Address _____

Email Address _____

Phone Number _____

Title of Lesson: _____

Grade Level & Course: _____

Anticipated Class Time: _____

Summary

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Purpose [Rationale, Big Idea]

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Objectives [Outcomes, Goals]**Essential Questions**

Show-Me Standards

Instructional Sequence

Assessment**Materials/Resources**

Completed templates may be e-mailed to commemoratemocivilwar@dnr.mo.gov or mailed to the Missouri Civil War Sesquicentennial Commission, Department of Natural Resources, P.O. Box 176, Jefferson City, Missouri, 65102-0176.

Rubric for Missouri Civil War Curriculum Reviewers

Reviewer Name: _____

Lesson Title: _____

<u>Summary</u>	Summary refers to grade level but no description of lesson	Summary includes lesson description but no grade level shared	Summary describes general lesson with broad grade-span goals	Summary describes lesson in detail with grade-specific lesson
<u>Purpose/Rationale *</u>	Purpose/Rationale repeats objectives	Purpose/Rationale includes importance statement	Purpose/Rationale includes big idea in lesson importance statement	Purpose/Rationale is a persuasive statement of the importance of teaching and learning this lesson
<u>Content Objectives</u>	Objectives do not refer to student results	Objectives are clearly stated but not measurable	Objectives are general statements of expected outcomes and are partially supported by lessons	Objectives are clearly stated, measurable and fully supported by the lesson
<u>Skill (Performance) Objectives</u>	Objectives do not refer to student results	Objectives are clearly stated but not measurable	Objectives are general statements of expected outcomes and are partially supported by lessons	Objectives are clearly stated, measurable and fully supported by the lesson
<u>Essential Questions</u>	Questions used have narrow meaning	Questions pertain to organization of lesson	Overarching questions include hook and anchor	Overarching questions are engaging, global, and transfer meaning within and across curriculum
<u>Content alignment</u> with Show-Me Standards\GLEs CLEs and Process Goals	Content alignment is nonexistent with Show-Me Standards,GLEs or CLEs and process goals	Content has minimal alignment to Show-Me Standards, GLEs or CLEs and process goals	Content is partially aligned with Show-Me Standards, GLEs or CLEs and process goals	Content is fully aligned with Show-Me Standards, GLEs or CLEs and process goals
<u>Instructional Sequence</u> 1. Anticipatory set or hook 2. Purpose & Relevance established 3. Steps in teaching the lesson 4. Assessment/Closure	Instructional sequence is missing more than one of the stated components and is not well organized	Instructional sequence is clear but unlikely to accomplish stated objectives	Instructional sequence has components but is not easily followed	Instructional sequence contains all components, is clear and easy to follow, is likely to produce the desired learning and provides a means to assess that learning

* Purpose and Rationale are basically the same, *i. e.* Why are we teaching and learning this?

<u>Checks for Understanding or Assessments</u>	No scoring guide included Checks for Understanding\Assessments do not assess the objectives	Scoring guide contains incomplete and inaccurate information Checks for Understanding\Assessments partially assess the objectives at the stated rigor level	Scoring guide for some but not all of the Checks for Understanding or Assessments Checks for Understanding\Assessments assess most of the objectives at the stated rigor level	Scoring guide provides clear and accurate feedback to students for all of the Checks for Understanding or Assessments Checks for Understanding\Assessments assess all of the objectives at the stated rigor level
<u>Materials/Resources</u>	Some of the required teaching materials are not included or materials do not match objectives	Most of the materials are appropriate and included but web site addresses given do not work or require more direction	All necessary materials and web sites provided are functional but attributions are missing	Necessary attributions for materials are included and all necessary materials and functional web sites are included
<u>Historical Accuracy</u>	There are significant historical errors in the materials or opinions which are not counterbalanced	There are a few significant historical errors and/or opinions which are not counterbalanced	There are no detected historical errors or bias which is not countered	There are no historical errors and various historical interpretations and opinions are evaluated
<u>Grammar</u>	Significant errors in grammar, punctuation and format; Needs to be proofed for grammar & punctuation	Few errors in grammar, punctuation, and/or format. Can be corrected by scorers	No detectable errors in grammar, punctuation and format	Very well-written and organized lesson plan; exemplary
<u>Literacy</u> (Bonus)	Vocabulary-list	Vocabulary review with students	Reading activity and review with vocabulary	Reading activity with vocabulary and assessment